DOCUMENT RESUME

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ABSTRACT

The document is an evaluation report of an exemplary program to introduce eighth grade students of Sherwood High School (Sherwood, Oregon) to an exploratory and career-oriented program in the four areas of business education, home economics, industrial education, and vocational agriculture--horticulture. The assessment team gave major overall commendations and recommendations for the program. The document consists mainly of teachers' self-assessment reports with specific comments in the four areas of the program. Information is given according to course objectives, accomplishments, the status of identified objectives, and recommendations. Letters related to the evaluation process are also included. Brief exploratory course outlines and time plans for the four areas are presented for eighth grade. (EC)

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ED114581

OCT 23 1975

EXEMPLARY EXPLORATORY PROGRAM

FOR

EIGHTH GRADE

STUDENTS

SHERWOOD SCHOOL DISTRICT

END OF YEAR EVALUATION REPORT

MAY 13, 1974

CE005439

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TABLE OF CONTENTS

Letters of transmittal
- School Superintendent
- Project Director

Introduction

Written evaluation and/or comment statements made by Sherwood District School Administrators

Major, overall commendations and recommendations for the program

Agriculture
- Self assessment materials

Business
- Specific comments
- Self assessment materials

Home Economics
- Specific comments
- Self assessment materials

Industrial Arts
- Specific comments
- Self assessment materials

Guidance and Counseling component

Supportive materials utilized in the project

washington county
WED
intermediate education district
172 South First Hillsboro, Oregon 97123 Phone 648-7191
Ronald Ashby Superintendent Raymond Haag Assistant Superintendent

May 13, 1974

Mr. Elvan Pitney
Superintendent
Sherwood School District
P. O. Box 310
Sherwood, Oregon 97140

Dear Mr. Pitney:

Enclosed please find four copies of the evaluation of your funded Exemplary Exploratory Program. The visiting evaluation team believes that the staff members working on this project are doing an excellent job and should be commended for their effort and cooperative spirit.

I not only appreciate the appropriate comments you made in your written evaluative statement of the project dated April 30, 1974, but personally concur with your feelings about the project. It is also my belief that as the district continues to provide the necessary support and resources for this program, additional positive outcomes will be realized.

I have forwarded six copies of this evaluation to Mr. Earl Knight, Director of the project, for distribution to the appropriate staff members involved with the project and to the State Department of Education.

Thank you for allowing our department to be of assistance to you and your district in this manner. We continue to look forward to working with you in the future.

Sincerely,

Eugene T. Vinarskai
Regional Coordinator of Career Education

nh

Enclosures 4

DISTRICT BOARD: Ralph Bolliger, Chairman James Sayer, Vice Chairman Blaine Whipple Russell Peterson Marilyn Bernards Rod Moore Carolyn Osmundson, Deputy Clerk

washington county
IED
intermediate education district
172 South First, Hillsboro, Oregon 97123 Phone 648-7191
Ronald Ashby Superintendent Raymond Haag Assistant Superintendent

May 13, 1974

Mr. Earl Knight
Project Director
Sherwood School District
P. O. Box 310
Sherwood, Oregon 97140

Dear Earl:

Enclosed please find six copies of the evaluation of the Sherwood District funded Exemplary Exploratory Program. All of the parties participating on the outside evaluation team sincerely believe that the project staff are all doing an excellent job.

I specifically wanted to express my appreciation to you for coordinating the evaluation from within the district. Without your efforts and support, the evaluation process could not have been as successful.

Would you please take responsibility for distributing copies of this evaluation to the appropriate staff members involved in the project and Dave Fretwell at the State Department of Education.

Thank you for your continued support and assistance in this and other matters pertaining to Career Education. I have enjoyed working with you.

Sincerely,

Eugene T. Vinarskai

Eugene T. Vinarskai
Regional Coordinator of Career Education

nh

Enclosure 6

DISTRICT BOARD: Ralph Bolliger, Chairman James Sayer, Vice Chairman Blaine Whipple Russell Peterson Marilyn Bernards Rod Moore Carolyn Osmundson, Deputy Clerk

INTRODUCTORY STATEMENT

The Sherwood Exemplary Exploratory program came into existence fall of 1973. The primary impetus for the program came from the fact that proper facilities and equipment were lacking at the intermediate school to offer junior high school students exploratory experiences, which included hands-on activities. A second motivating force for the creation of the program was the approval and subsequent funding of an Exemplary Program Proposal which provided for a limited amount of planning and evaluation time for project staff.

Presently, the program is operating on a semester basis, serving approximately one-half of the eighth grade students in the district during the fall, and the remainder during second semester. Each discipline area class serves approximately 15 students for a total student involvement of 60 per semester. All students receive 22 days of instruction in each discipline. Both boys and girls participate in the following four discipline areas: agriculture, home economics, business and industrial arts.

Comments received from the high school principal, parents and students, plus a projected increase in enrollment for these discipline areas, substantiate continued support and expansion of the project.

Eugene T. Vinarskai
Regional Coordinator of Career Education

Sherwood School District 88 J
P. O. BOX 310 • SHERWOOD, OREGON 97140
ELVAN M. PITNEY, SUPERINTENDENT
PHONE 625-6137

PRINCIPALS:
HOPKINS ELEM . . . . . JOHN WOOD
PHONE 625-6183
INTERMEDIATE . . . . . RICHARD ZAHLER
PHONE 625-6169
HIGH SCHOOL . . . . . LUCAS FIORANTE
PHONE 625-6171

SHERWOOD EIGHTH GRADE EXPLORATORY PROGRAM 1973-74

EVALUATION STATEMENT

ELVAN PITNEY, SUPERINTENDENT
April 30, 1974

From the District point of view the program has achieved much of what we hoped it would. I am sure that parts of the program need to be changed or improved, but I am pleased with the seeming results.

The program was developed from a need for getting students more involved in the selection of careers before they entered high school. It was felt that the students did not have enough good information nor the "feel" of the kinds of skills involved in various careers to enable them to make sound course and career choices when they entered high school.

With general information being provided in the Intermediate School (Grades 7 and 8) and the involvement in the four career areas offered in the exploratory program, I feel that students have a much better basis upon which to make career and course choices in high school.

One of the additional benefits is that the program helps "bridge the gap" between Intermediate School and High School for the students. Since they spend time actually going to school in the high school it helps students overcome the anxiety and often fear that students have of entering high school.

The information that comes to me from students and parents is one of gratitude and support for the program.

Sherwood School District 88 J
P. O. BOX 310 • SHERWOOD, OREGON 97140
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PHONE 625-6171

May 9, 1974

Mr. Eugene T. Vinarskai
Washington County I.E.D.
Hillsboro, Oregon

Dear Mr. Vinarskai:

Thank you for the opportunity to respond in your evaluation of our present exemplary eighth grade exploratory program. Although it is too soon to tell whether our ultimate objectives are being met, there have been some rather positive results to date.

In forecasting this year's eighth graders for next year's program, we found that students were far more aware of the elective offerings, and content and expectations in each of those career vocational elective classes. We found that it did not take long for the eighth grade students to be assimilated into our program, even though they were only in our building one hour at the end of each day. We found that they were more relaxed and more sure of their surroundings after having cruised through each of the four departments. Being familiar with at least six High School staff personnel will assuredly minimize their apprehensions as they move from the Intermediate School to begin their high school programs next fall.

We have been most satisfied with the progress that has been made with this project. We regret that there has not been enough planning time available to our staff, but are confident that this will be corrected as we begin the second year of the project. I would be remiss if I did not commend our staff for their willingness to give of their time and efforts in making the project work. Taking on that eighth grade class for each of those teachers is, in fact above and beyond their normal classwork for their own students. It is a pleasure for me to be associated with that kind of professional dedication and enthusiasm.

Yours truly,

Luke Fiorante

Luke Fiorante,
Principal

LF:s
cc: Mr. Pitney, Superintendent
Audra Tank

Sherwood School District 88 J
P. O. BOX 310 • SHERWOOD, OREGON 97140
ELVAN M. PITNEY, SUPERINTENDENT
PHONE 625-6137

PRINCIPALS
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PHONE 625-6169
HIGH SCHOOL . . . . . LUCAS FIORANTE
PHONE 625-6171

May 10, 1974

Mr. Eugene Vinarskai
Director, Career Education
172 1st Avenue
Hillsboro, OR 97123

Dear Mr. Vinarskai,

Thank you for coming with your evaluation team. Frankly, I feel better about our eighth grade exploratory program now than I did before. I feel your observation helped us realize that we are at least on the right track.

My biggest concern is to be able to give our seventh and eighth grades a well-rounded exploratory program. If and when we get facilities at the Intermediate School to handle that type of program, we can continue the job the High School has started for us.

I am also concerned about progressing further in career-oriented programs at the Intermediate School. As I expressed to you over the phone, I hope we can work together next year regarding that type of program.

Sincerely,

Dick Zahler

Dick Zahler, Principal
Sherwood Intermediate School

DZ/cp

MAJOR, OVERALL COMMENDATIONS AND RECOMMENDATIONS FOR THE PROGRAM

THE VISITING ASSESSMENT TEAM COMMENDS THE PROGRAM FOR:

1) The demonstration of a positive and supportive attitude on the part of students, staff and administration toward the program.

2) Flexibility on the part of staff directly involved with the program to make necessary, on-the-spot changes in the program is being demonstrated.

3) The tremendous amount of progress made by the staff with the program, much of it on the staffs' own personal time.

4) For articulating the program with the 7th and 9th grade exploratory experiences.

THE VISITING ASSESSMENT TEAM RECOMMENDS THAT:

1) Additional planning time be provided to concentrate on a scope and sequence of offerings and curriculum development within and between discipline areas and with the intermediate school.

2) Further use of community resources in the area of field trips and guest speakers be explored and activated.

3) A resource center and additional resource materials be made available to students through the center and the library.

4) Consideration be given to further develop the guidance and counseling component as an integral part of the program.

5) An examination and review of scheduling procedures be made to maximize limited availability of time allocated for these classes.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School
Name of School

February 2, 1974
Date

Sherwood Eighth Grade Exploratory Program
Project Name

Earl Knight
Person Responding

Agriculture - Mechanics
Objective

1 - A
Number of Objective

The student will be able to identify a variety of jobs from which people earn their livelihood in the community and the state.

ACCOMPLISHMENTS:

Students can identify jobs in farming, agri-business, professional agriculture, forestry, horticulture, agri-mechanics, auto mechanics, Industrial mechanics, business machine and appliance repair and salesmanship.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgment		
Not Accomplished		Not Activated		Date Due

Comments:

Students at this age are not particularly responsive to studying jobs or careers. It is better for them to see and do. Discussing salaries per se goes right over their heads. We should emphasize kind of work, conditions, skills, integrity, dependability and accomplishment.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School

February 2, 1974 — Date

Sherwood Eighth Grade Exploratory Program — Project Name

Earl Knight — Person Responding

Agriculture - Mechanics — Objective

1 - B — Number of Objective

The student will develop an awareness of the many occupations in the immediate community.

ACCOMPLISHMENTS:

Jobs that students know about have been discussed. Field trips to local manufacturing plants, auto dealerships and farms.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

Students are very responsive to field trips where they can see people working.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

Consider utilization of more field trips as previously planned.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School

February 2, 1974 — Date

Sherwood Eighth Grade Exploratory Program — Project Name

Earl Knight — Person Responding

Agriculture - Mechanics — Objective

1 - C — Number of Objective

The student will explore a variety of Career Education curriculum areas.

ACCOMPLISHMENTS:

The high school offerings are fully explored and selected career areas are further studied through films, career charts, college folders and discussion.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

We need to further develop our career library and to provide some materials at the 8th grade level.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	February 2, 1974
Name of School	Date
Sherwood Eighth Grade Exploratory Program	Earl Knight
Project Name	Person Responding
Agriculture - Mechanics	1 - D
Objective	Number of Objective

The student will identify the part school plays in their total career preparation.

ACCOMPLISHMENTS:

Through the use of practical problems, budgets, and expense and income statements we have demonstrated need for mathematics skills. Magazines, books, instruction manuals and similar materials show need for communication skills. Biology, chemistry, physics as well as history and government are mentioned. Leadership training is stressed.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

This is a very hard area to do in a satisfactory manner in the short period of time that we have.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

If films geared to jobs which require a high school education could be found, they should be used and recommended to the IMC Department of the I.E.D. for purchase. At present, films are geared to jobs requiring a college degree.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School
Name of School

February 2, 1974
Date

Sherwood Eighth Grade Exploratory Program
Project Name

Earl Knight
Person Responding

Agriculture - Mechanics
Objective

1 - E
Number of Objective

The student will develop basic skills and understandings common to the broad occupational areas.

ACCOMPLISHMENTS:

Our basic theme is to show that "agriculture is more than farming". The students relate how they are affected each day by agriculture. They explore the broad areas, prepare budgets, identify plants and animals and machinery, drive the tractor, and explore automotive operation and parts.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

There is no end to developing skills and basic understandings in either agriculture or mechanics.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

Some areas, such as preparing budgets, have been dropped from the program as the program has been developed.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School
Name of School

February 2, 1974
Date

Sherwood Eighth Grade Exploratory Program
Project Name

Earl Knight
Person Responding

Agriculture - Mechanics
Objective

1 - F
Number of Objective

The student will receive and learn how to use appropriate career education material.

ACCOMPLISHMENTS:

With the exception of a few pamphlets such as: "Careers in Veterinary Medicine", "Careers in Agriculture Engineering", "Careers in Agriculture Education", very little has been done in this area in our department. We have shown a number of films.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	____	Suspend Judgement	____	
Not Accomplished	X	Not Activated	____	Date Due ____

Comments:

We need more materials and a place to digest them. This is being developed and should be in operation during the 1974-75 school year.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

Consider developing a resource center with materials for that particular discipline and level.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	February 2, 1974
Name of School	Date
Sherwood Eighth Grade Exploratory Program	Earl Knight
Project Name	Person Responding
Agriculture - Mechanics	1 - G
Objective	Number of Objective

The student will identify the need for developing good job habits and prepare a list for future reference.

ACCOMPLISHMENTS:

This has been stressed in presenting materials in skills, in safety practices, in accepting papers, in class and shop discipline and during field trips.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

This is an area which all teachers in every discipline can have a part. Sometimes we get so involved in our own sciences that we accept mediocre skills in reading, writing and arithmetic.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	February 2, 1974
Name of School	Date
Sherwood Eighth Grade Exploratory Program	Earl Knight
Project Name	Person Responding
Agriculture - Mechanics	1 - H
Objective	Number of Objective

The student will identify that evaluation of his performance is a continuous process.

ACCOMPLISHMENTS:

We have tried by immediate and accurate scoring to continuously evaluate the students, we have emphasized the need for promptness, for attendance and for accomplishment.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

Another objective that must be continuous and prompt, and must be understood by each student.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

SPECIFIC COMMENTS RELATED
TO BUSINESS

1. The students interviewed expressed a sincere interest in this portion of the program and were able to cite examples of how they could personally utilize the instruction.

2. An excellent learning environment was evident in this session.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School

February 1, 1974 — Date

Exemplary and Innovative Career Exploratory Program — Project Name

Ruth Johnson — Person Responding

Business — Objective

1 - A — Number of Objective

Identify a variety of jobs from which people earn their livelihood in the community and the state.

ACCOMPLISHMENTS:

Jobs were identified through films, magazine articles, discussion.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

Need more information and teacher time to study needed education for jobs, future of the jobs, and salaries expected.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

Much of this could be done through the SUTO program at an earlier level.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	February 1, 1974
Name of School	Date
Exemplary and Innovative Career Exploratory Program	Ruth Johnson
Project Name	Person Responding
Business	1 - B
Objective	Number of Objective

Develop an awareness of the many occupations in the immediate community.

ACCOMPLISHMENTS:

The students are beginning to take notice of jobs in the areas and to note what type of business training is involved.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

More field trips would be beneficial.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

Through experimentation, I have found that it is better to hold discussions in this area after about 1 - 1½ weeks into the session, with a follow-up at the end of the session.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School

February 1, 1974 — Date

Exemplary and Innovative Career Exploratory Program — Project Name

Ruth Johnson — Person Responding

Business — Objective

1 - C — Number of Objective

Explore a variety of Career Education curriculum areas.

ACCOMPLISHMENTS:

Films of various areas of business careers were used. Posters and pictures were used on bulletin boards. As we progressed from one unit to another, careers relative to that area were discussed. Exploration was done in typewriting, shorthand, recordkeeping, cashiering, and office machines.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

Students at this age seemed to fully enjoy the activities involved in the exploratory program, but are not interested in learning about the connected careers. They like activity.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	February 1, 1974
Name of School	Date
Exemplary and Innovative Career Exploratory Program	Ruth Johnson
Project Name	Person Responding
Business	1 - D
Objective	Number of Objective

Identify the part school plays in their total career preparation.

ACCOMPLISHMENTS:

To date, courses are offered in typewriting, shorthand, office procedures which involves office personality, adding and calculator machines, filing, transcription dictation, duplication and general office duties.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

Hopefully, future classes will cover marketing, office machines, and other business areas.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School

February 1, 1974 — Date

Exemplary and Innovative Career Exploratory Program — Project Name

Ruth Johnson — Person Responding

Business — Objective

1 - E — Number of Objective

Develop basic skills and understandings common to several broad occupational areas.

ACCOMPLISHMENTS:

The fact that students with business background can use that as a basis for securing employment in a special field of interest is emphasized. It is often a stepping-stone to advancements in a specialized field. Spelling and grammar are a part of every phase of the program.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

The lack of ability to spell correctly is very evident even in the little amount of writing the student does during this phase of the program.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

Additional remedial work in basic skill areas such as spelling and mathematics is needed. This should be done by someone other than the Exploratory Program instructor.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School **Name of School**	February 1, 1974 **Date**
Exemplary and Innovative Career Exploratory Program **Project Name**	Ruth Johnson **Person Responding**
Business **Objective**	1 - F **Number of Objective**

Receive and learn how to use appropriate Career Education material.

ACCOMPLISHMENTS:

Practically nothing has been done in this area this year except for material available in our own department. Lack of time is one factor.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	____	Suspend Judgement	____	
Not Accomplished	X	Not Activated	____	Date Due ____

Comments:

As the program advances, more of a career materials center will be established.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School

February 1, 1974 — Date

Exemplary and Innovative Career Exploratory Program — Project Name

Ruth Johnson — Person Responding

Business — Objective

1 - G — Number of Objective

Identify the need for developing good job habits.

ACCOMPLISHMENTS:

For the most part, this age level of student does not seem to realize that the habits they are forming will be habits which will be staying with them. However, I do feel that most of the students mature quite a bit after exposure to this program.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

Lack of a sense of responsibility seems to be the biggest problem as the student comes into the program. Too many of the students act as though the program had been set up for their entertainment and enjoyment which makes it difficult for the teacher to present a full program of exploration to those who are really interested.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	February 1, 1974
Name of School	Date
Exemplary and Innovative Career Exploratory Program	Rich Johnson
Project Name	Person Responding
Business	I - H
Objective	Number of Objective

Identify that evaluation of their performance is a continuous process.

ACCOMPLISHMENTS:

Most of the students are beginning to think about careers and their interests, and for the most part, I feel they are beginning to realize that this program, habits formed, learning interests, and the way they will be evaluated by others is a program that continues on through school and life.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

Instruments to measure student attitudes and interest toward the program should be developed.

SPECIFIC COMMENTS RELATED
TO HOME ECONOMICS

1. This program appears to be designed to explore courses rather than broad career areas. A stronger guidance function provided by the exploratory program instructor and/or the school guidance department is encouraged.

2. The staff may wish to consider re-evaluating present student projects to determine if instructional requirements and student interests (boys and girls) are being fully met.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School

2/5/74 — Date

Eighth Grade Exploratory & Exemplary Career Program — Project Name

Lois Gruver — Person Responding

Home Economics — Objective

1 - A — Number of Objective

Identify a variety of jobs from which people earn their livelihood in the community and state.

ACCOMPLISHMENTS:

Related to all areas of Home Economics covered in the time alloted--a variety of jobs in each area were discussed, films shown, and guest speakers presented to impress on the students the availability in the community and state and the education required.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	x	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

I felt the time was limited to do an indepth job of this objective, but the students were interested in all facets of it except salary. They have very little conception of money and I felt it a waste of valuable time to dwell on the wage end of the discussions. I found that speakers from IPAR were for the most part too advanced in vocabulary to be of much value to 8th graders. It was a case of a picture said more than a 1000 words.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

It is possible that we need to revamp the program to spend more time in careers since there is so much to cover.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	2/6/74
Name of School	Date
Eighth Grade Exemplary & Exploratory Career Program	Lois Gruver
Project Name	Person Responding
Home Economics	1-B
Objective	Number of Objective

Develop an awareness of the many occupations in the immediate community.

ACCOMPLISHMENTS:

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	_____	Unclear	_____	
Partial	_____	Suspend Judgement	_____	
Not Accomplished	_____	Not Activated	_____	Date Due _____

Comments:

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	2/6/74
Name of School	Date
Eighth Grade Exploratory & Exemplary Career Program	Lois Gruver
Project Name	Person Responding
Home Economics	J-C
Objective	Number of Objective

Explore a variety of Career Education curriculum areas.

ACCOMPLISHMENTS:

We explored career opportunities in the areas of Food and Nutrition, Clothing Construction, care and merchandising, Child Services, Management, Interior Design, Consumer Education. The students were receptive to all the areas.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments: At the eighth grade level one has to come in the back door:to get the point across that what we are studying is just a sampling of what can and will be studied in high school and college to prepare them to be a good wage earner. I felt that most of the students were very receptive to the Home Economics portion of the curriculum.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

There needs to be a seventh grade awareness program or even a sixth grade one to relate to the students the many, many job opportunities in the area of Home Economics.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	2/6/74
Name of School	Date
Eighth Grade Exploratory & Exemplary Career Program	Lois Gruver
Project Name	Person Responding
Home Economics	I-D
Objective	Number of Objective

Identify the part school plays in their total career preparation.

ACCOMPLISHMENTS:

Accomplished through hands on projects, setting up of interest areas, games, and giving them an understanding that education is a school's job but also make them understand that learning is a life long project and school shows them how to do it.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

I don't believe that we will ever be able to make all students like and appreciate school. However, if we get through to part of them we have done a job and hopefully the others will follow along. Everyone cannot be a leader--it would make a boring world.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

I just wish I knew how to make all children believe that school was great.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	2/6/74
Name of School	Date
Eighth Grade Exploratory & Exemplary Career Program	Lois Gruver
Project Name	Person Responding
Home Economics	I-E
Objective	Number of Objective

Develop basic skills and understanding common to several broad occupational areas.

ACCOMPLISHMENTS:

We had hands on projects in clothing, food, child services, management, grooming, and interior design. I feel that we accomplished much but of course the answer will be to see how much carries over as ninth graders.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

The eighth graders always enjoy a project where they are busy. They are poor sitters and like to be busy. Another year I believe I will try to enlarge the projects so that they have even more motivation.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

Projects keep students motivated.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	2/6/74
Name of School	Date
Eighth Grade Exploratory & Exemplary Career Program	Lois Gruver
Project Name	Person Responding
Home Economics	1-F
Objective	Number of Objective

Receive and learn how to use appropriate Career Education material.

ACCOMPLISHMENTS:

We had very little to accomplish too much in this area. Our files are growing and in another year we should be much more proficient in this area. Some speakers gave handout materials which help greatly and caused questions to be asked at the following session of the class.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	____	Suspend Judgement	x	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

I really do not care to comment on how much was learned concerning this objective. Hopefully more than I think was learned.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

Need more materials in this area.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	2/6/74
Name of School	**Date**
Eighth Grade Exploratory & Exemplary Career Program	Lois Gruver
Project Name	**Person Responding**
Home Economics	I-G
Objective	**Number of Objective**

Identify the need for developing good job habits.

ACCOMPLISHMENTS:

In the learning of the basic skills in several areas of Home Economics,work and safety habits were stressed and evaluated.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	x	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

One cannot work around sewing machines or ranges without using good work habits and safety habits unless they are asking for an accident. This is stressed constantly in each class.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	2/6/74
Name of School	Date
Eighth Grade Exploratory & Exemplary Career Program	Lois Gruver
Project Name	Person Responding
Home Economics	I - H
Objective	Number of Objective

Identify that evaluation of their performance is a continuous process.

ACCOMPLISHMENTS:

Each project as it is finished is evaluated and the student is informed of his standing--not by letter grade but by a verbal or written statement of his progress.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	x	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

There are so many areas in Home Economics and 22 days is such a short time that a continuous method of evaluation is necessary.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School

February 6, 1974 — Date

Eighth Grade Exemplary and Exploratory Career Program — Project Name

Lois Gruver — Person Responding

Home Economics — Objective

Number of Objective

The student will correctly assemble a sewing project on the machine.

ACCOMPLISHMENTS:

The student will cut out and sew a basic project as a stuffed animal. The student will be able to identify major parts of the sewing machine and correctly use it by practicing stitching on paper and then on the material. He will also identify major markings on the pattern pieces.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

The student can do extra projects after the first one, according to their ability.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School

February 6, 1974 — Date

Eighth Grade Exemplary & Exploratory Career Program — Project Name

Lois Gruver — Person Responding

Home Economics — Objective

Number of Objective

The student will understand the basic components, and apply them in furnishing and decorating a bedroom.

ACCOMPLISHMENTS:

This will be accomplished through pictures, reading, designing their "dream bedroom", discussing and showing color schemes and the effect they create. Furniture arrangement and color will be covered, through lecture, pictures, and paints.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

The student should realize that individual personalities affect choice in room decor.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — February 16, 1974
Name of School — Date

Eighth Grade Exploratory and Exemplary Career Program — Lois Gruver
Project Name — Person Responding

Home Economics — Number of Objective
Objective

Acquire skill in constructing a simple sewing project and to develop interest in learning to sew.

ACCOMPLISHMENTS:

Each student of the class constructed a frog stuffed animal. They were responsible for cutting out the material, all the machine stitching of the seams, stuffing, and the final hand stitching. We were pleased with the projects since everyone did a very good job.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:
There were several other specific goals for our days during sewing construction. They were: 1. understanding safety rules in the relation to the use of equipment, 2. ability to thread sewing machine correctly, and know the major parts, 3. recognition of good stitching, 4. ability to handle fabric properly when sewing and cutting, 5. ability to cooperate with others in using the homemaking department and its equipment. All of these other goals were met by way of written tests and actual participation in the class projects.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School
February 16, 1974 — Date

Eighth Grade Exploratory & Exemplary Career Program — Project Name
Lois Gruver — Person Responding

Home Economics — Objective
Number of Objective

The student will realize the importance of the job of babysitting. (child development)

ACCOMPLISHMENTS:

We showed a two part narrated filmstrip series on babysitting. The first part emphasized the job itself. The second part stressed the kids and how to care for them. Through discussion and the firl strip, we had the students: 1. recognize the responsibilities and limitations in the care of children, 2. become aware of the ability to be a conscientious babysitter, and 3. understand what to do in case of accident or emergency when caring for children.

We also had a guest speaker from the Children's World Day Care come and talk about some job opportunities in a day care school.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

Babysitting is a job, probably the first of many jobs that students this age will undertake. It's important for them to realize that any job has certain responsibilities attached to it. Through the example of a babysitting job we were able to help them see the responsibilities and give them ways to cope with these situations.

We also had them work on a babysitting kit which they could take with them when they'd go babysitting. It would have a note pad and pencil for important phone numbers and messages.

RECOMMENDATION: (Optional--use reverse side if additional space is needed) (over)

a home made puzzle or story book, and other items to amuse a child. The students enjoyed this area.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School	February 16, 1974
Name of School	Date
Eighth Grade Exploratory & Exemplary Career Program	Lois Gruver
Project Name	Person Responding
Home Economics	
Objective	Number of Objective

The student will recognize the need for a plan for spending his money. (money management)

ACCOMPLISHMENTS:

We viewed the filmstrip Your World and Money, and it helped to create an interest in money management. The filmstrip's goals were:

1. to present ways of getting money - part time and summer jobs,
2. to help young people recognize the value of planned spending,
3. to motivate viewers to establish goals for the use of their dollars,
4. to introduce basic techniques of personal money management, and
5. to provide a basis for handling future problems involved in family economics.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:
Students enjoyed the filmstrip. It was colorful and held their attention. The material was straightforward and delivered in an understandable manner. Afterwards, we had a very good discussion on part-time and summer jobs, savings in banks, allowances, and ways of getting money.
Home management in home economics requires the knowledge of resources and how to use them efficiently. Money is an example of a non-human resource. We told the students

RECOMMENDATION: (Optional--use reverse side if additional space is needed) (over)

about the two types of resources - human and non-human. Then, we went into the resource of money since we felt it was an important topic to go into in more detail.

SPECIFIC COMMENTS RELATED
TO INDUSTRIAL ARTS

1. This program appears to be designed to explore courses rather than broad career areas. A stronger guidance function provided by the exploratory program instructor and/or the school guidance department is encouraged.

2. The staff may wish to consider re-evaluating present student projects to determine if instructional requirements and student interests (boys and girls) are being fully met.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School
Name of School

January 13, 1974
Date

Sherwood Eighth Grade Exploratory Program
Project Name

James Fery
Person Responding

Wood & Metals
Objective

I-A
Number of Objective

Identify a variety of jobs from which people earn their livelihood in the community and the state.

ACCOMPLISHMENTS:

Students have identified jobs in the woods area and metal area by listing the different jobs they were exposed to within the wood and metalshop.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

Students might learn more about the different jobs if they could do some simple research on the different jobs they have been exposed to, but time has been a limiting factor.

(See recommendation in Objective I-B on next page)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School
Name of School

January 13, 1974
Date

Sherwood Eighth Grade Exploratory Program
Project Name

James Fery
Person Responding

Wood & Metals
Objective

I-B
Number of Objective

Develop an awareness of the many occupations in the immediate community.

ACCOMPLISHMENTS:

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

It was hoped this objective could be accomplished by field trips into the immediate community, but time became a limiting factor, also long trips were canceled because of the energy crisis.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

The projects that are being used with wood and metals should be redesigned to save time for use in field trips.

Community Resources could be used to help students become familiar with the occupations located in the area.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School
Name of School

January 13, 1974
Date

Sherwood Eighth Grade Exploratory Program
Project Name

James Fery
Person Responding

Wood & Metals
Objective

I-C
Number of Objective

Explore a variety of Career Education areas

ACCOMPLISHMENTS:

Students have been exposed to the woods and metals areas and explored the areas with actual work on equipment and with some of the material used by industry.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear	____	
Partial	____	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School

January 13, 1974 — Date

Sherwood Eighth Grade Exploratory Program — Project Name

James Fery — Person Responding

Wood & Metals — Objective

I-D — Number of Objective

Identify the part school plays in their total career preparation.

ACCOMPLISHMENTS:

Students have learned what courses are offered in the wood & metal areas so that they can better plan their high school programs.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School Name of School	January 13, 1974 Date
Sherwood Eighth Grade Exploratory Program Project Name	James Fery Person Responding
Wood & Metal Objective	I-E Number of Objective

Develop basic skills and understandings common to several broad occupational areas.

ACCOMPLISHMENTS:

Students have used or watched equipment in operation in the woods & metal areas.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School
Name of School

January 13, 1974
Date

Sherwood Eighth Grade Exploratory Program
Project Name

James Fery
Person Responding

Wood & Metal
Objective

I-F
Number of Objective

Receive and learn how to use appropriate Career Education material.

ACCOMPLISHMENTS:

Students have used some Career Ed. material.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

Students are not interested in most Career Ed Materials so I have started to talk about different occupations when we are at the appropriate equipment or working with the appropriate materials in the shop area.

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

Consider allowing the class some time in the school library so they may become more familiar with career materials available to them.

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School

January 13, 1974 — Date

Sherwood Eighth Grade Exploratory Program — Project Name

James Fery — Person Responding

Wood & Metal — Objective

I-G — Number of Objective

Identify the need for developing good job habits.

ACCOMPLISHMENTS:

Students develop good job habits by their work in the shop. Cleanup is also a part of that training.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School
January 13, 1974 — Date

Sherwood Eighth Grade Exploratory Program — Project Name
James Ferry — Person Responding

Wood & Metal — Objective
I-H — Number of Objective

Identify that evaluation of their performance is a continuous process.

ACCOMPLISHMENTS:

Student performance is evaluated at every step as their projects are being finishnd. A written evaluation takes place after each units. (Wood & Metals).

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School
Name of School

January 13, 1970
Date

Sherwood Eighth Grade Exploratory Program
Project Name

James Fery
Person Responding

Wood & Metals
Objective

Number of Objective

Develop the practice of careful planning and good workmanship.

ACCOMPLISHMENTS:

Students learn good workmanship and planning by evaluating their own work as they progress with their project.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	X	Unclear		
Partial		Suspend Judgement		
Not Accomplished		Not Activated		Date Due

Comments:

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School — Name of School

January 13, 1971 — Date

Sherwood Eighth Grade Exploratory Program — Project Name

James Fery — Person Responding

Wood & Metals — Objective

Number of Objective

Develop consumer knowledge which involves the ability to choose, use, and maintain various industrial products.

ACCOMPLISHMENTS:

Students learn how to use and maintain some of the common products of industry such as paint, paint brushes, spray paint cans, and care of some hand tools.

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

PROJECT ACCOMPLISHMENT REPORT FORM

Sherwood High School
Name of School

January 13, 1974
Date

Sherwood Eighth Grade Exploratory Program
Project Name

James Fery
Person Responding

Woods & Metals
Objective

Number of Objective

Students will become self-reliant, and develop self-confidence.

ACCOMPLISHMENTS:

STATUS OF IDENTIFIED OBJECTIVE:

Accomplished	____	Unclear	____	
Partial	X	Suspend Judgement	____	
Not Accomplished	____	Not Activated	____	Date Due ____

Comments:

RECOMMENDATION: (Optional--use reverse side if additional space is needed)

Through the uses of community resources or other similar strategies, students could be exposed to industry standards and workmanship.

GUIDANCE AND COUNSELING COMPONENT AND ITS RELATIONSHIP TO THE PROJECT

The commitment and interest by Mrs. Audra Tank to this component of the project is deserving of special mention; specifically, since extensive guidance and counseling services were not an original component of this project. However, because of Mrs. Tank's voluntary involvement with the project, a great deal has been accomplished in this crucial area.

Narrative comments from the member of the visiting evaluation team responsible for evaluating this component suggest that in the eighth grade program no assessment of student aptitudes and achievement is being done. Such a program needs to exist. A number of instruments are available which could serve this function nicely such as: General Aptitude Test Battery (GATB), Differential Aptitude Test (DAT), U.S. Government Checklist (ICL), CIS and regular achievement tests.

Students should be provided with these types of test results so that they can investigate career areas appropriate to their interests and abilities, and so that they can make realistic course selections for the four years of high school. It would be helpful if the counselor could discuss on a one-to-one basis aptitudes, course selctions and career goals.

Another possible involvement of the career counselor might be to actually teach for a day or two about career opportunities in each of the exploratory areas.

Time needs to be allowed for students to investigate several career areas in depth after they have in their possession aptitude and interest information about themselves.

The Washington County I.E.D. Career Education Department does have in its Career library a number of films, kits, and games which could be used in the career areas.

Perhaps more use could be made of outside speakers to explain such things as apprenticeship programs, social security and work permit applications, labor laws, community college programs, private school opportunities, etc.

At the intermediate school level, the seventh graders are being given a program in self-awareness. This is now being done in conjunction with the art class and is a year long program.

The eighth graders are exposed, in a six week unit, to occupational roles. Using the SRA Widening Occupational Roles Kit, each student is to explore five occupations. They also must use the SRA Job Experience Kit to actually "try-out" three jobs.

I think Mrs. Chandler's approach to grading the eighth grade unit is very creative. Every student starts out with a "B", he can earn an "A" by doing more than the assigned work. He can earn less by not completing all of the assigned tasks. He receives an "F" if he does less than half the work. No "D's" are given.

Sherwood, Oregon
April 29, 1974

8th Grade Exploratory Program

My role as Counselor for this program was never clearly defined. We did, however, see a need for getting our career program co-ordinated for the district and felt this would be a good starting place for a counselor. In order to plan a program and move forward, we felt a need to know what had taken place in this area up to this time. As a result, this information was written up and reviewed. This information, along with the high school program we were familiar with, gave us an opportunity to look at the whole program and plan a good exploratory program.

I also worked with the exploratory team in writing a proposed exploratory program for 1976-77. This program covers the areas that should be explored before reaching the 9th grade. I presented and explained this program to a committee of lay people who are planning for future programs and facilities for the Intermediate School.

District wide career planning is now taking place and the program is being slowly co-ordinated.

I have tried to be available to be of some help to the exploratory team concerning attendance, checking student folders and meeting with teachers and Mr. Zahler concerning the program, and students when necessary.

We are also in the process of organizing a Career Information Center that will be available to the 8th grade students.

I have also served as secretary and "organizer" of materials.

Recommendations for 1974-75 Counseling-Exploratory program:

_____ Have team more clearly define the role of counselor for the program so that I can be of more help to them.

_____ Schedule individual conferences with the students.

_____ Continue to co-ordinate program.

Audra Funk

1. Evaluate the past four weeks how do you rate it?

Excellent _____ Fair _____

Good _____ Poor _____

2. Do you feel that the program will prove valuable to you for future planning?

Extremely valuable _____ Slightly valuable _____

Somewhat valuable _____ Of no value _____

3 What part of the four weeks did you enjoy the most?

_____

The least? _____

4. Would you have enjoyed studying for a longer or shorter period of time in this area of study?

Shorter _____ Longer 9 weeks _____

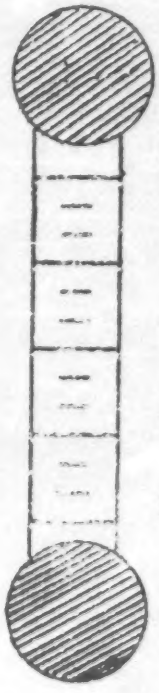
Right amount as is _____ Longer - A semester _____

5. What suggestions could you offer for any changes in this part of your exploratory program? _____

_____

_____

Please fill in the thermometer below as to your appraisal of the 8th grade exploratory program.



+100 High in favor of it

+ 50 Agree with it

+ 0 Neutral

- 50 Disagree with the program

-100 Do not like the program

Your signature (if you care to sign)

_____

SHERWOOD SCHOOL DISTRICT 88J
EIGHT GRADE EXPLORATORY CURRICULUM
1973 - 74

8th GRADE AGRICULTURE
COURSE OUTLINE

Eleven days - one hour each

Purpose - to broaden student knowledge and experiences in those fields which have to do with the production and marketing of food and fiber and with the preservation and replacement of our renewable resources. Special emphasis on job opportunities.

1. Agriculture is more than farming.

   a. Production
   b. Processing
   c. Marketing
   d. Agriculture supply
   e. Mechanics
   f. Services
   g. Horticulture
   h. Forestry and renewable resources

2. Farm animals - uses and economics

   a. Dairy
   b. Beef
   c. Sheep
   d. Swine
   e. Poultry
   f. Horses
   g. Dogs
   h. Other

3. Crops - Uses and economics

   Field crops for food
   Field crops for industry
   Forest crops
   Fruits and Vegetables
   Specialty crops

4. Agricultire Business

   Prepare a budget
   Livestock
   Crops
   Farm and home
   Marketing and Supply

5. Mechanics

   Farm machinery
   F.F.A. tractor
   Industrial Mechanics
      Milk plant
      Cannery
      Grain Elevator
      Meat packing plant

6. Horticulture

Greenhouse or field trip to nursery
- Plant seeds
- Prepare a plant cutting
- Soils and planting mixes

7. Careers in Agriculture Business

Fields related to agriculture
- Supply
- Marketing
- Service

8. Ecology

- Forestry
- Fish and Game
- Environment
- People
- Under developed countries
- Water
- Soil

9. Leadership

- Leadership careers
- Decision making
- 4-H - F.F.A. other law making
- State F.F.A. Officers - Chaper Officers

10. Field trip to a representative farm.
- Dairy
- Feed Crop
- Machinery
- Cash crops
- Marketing

11. Specialty fields
- Vet medicine
- Teacher
- County Agent
- Field Man
- Sales
- Bankers
- Lawyers
- Technician
- Advertising
- Engineering
- Research

EIGHT GRADE EXPLORATORY
MECHANICS
Mr. Knight

OBJECTIVES:

To explore job opportunities and to broaden personal knowledge in the field of mechanics. 10 days - one hour each

1. JOBS IN MECHANICS

Foreman	Parts
Auto	Sales
Diesel	Bookkeeping
Industrial	Service Stations
Appliance	Road Service
Farm Machinery	
Business Machines	

2. MECHANICAL OPERATIONS JOBS

Specialists
Transmissions
Rear ends
Engines
Front ends
Mill rights
Machine set up

3. KINDS OF MACHINES

Types of Motors
Automobile systems
Industrial systems
Appliances

4. & 5. AUTO PARTS and Small Motors in shop on demonstration materials

6. AUTO THEORY

Figure Displacement
Horsepower
Gear ratios
Tire sizes

7. FILM - "Is a Career in Mechanics for You"

8. Trip to Bus Barns

9. Auto Service

Tune up	Gas & Oil
Greasing	Driving
Tires	

10. Field Trip to Knauss Chev.

EIGHT GRADE EXPLORATORY CURRICULUM
Metals
Mr. Fery

OBJECTIVES:

1. The student will know resoures for later in-depth study of occupations and satelite field of occupations.

2. The students will know the courses available in high school so he can develop his education plan for high school.

3. Students will explore the occupations that are available to them in metals and the training they would need for that occupation.

4. The students should express a desire to do more and better work in the metals area.

5. Students will develop a general background in the understanding of the metals industry.

CONTENT OUTLINE AND TIME PLAN

Day 1 Introduction

Day 2 Plan project and work procedure

Day 3 Demonstration of molding procedure

Day 4 Students mold project

Day 5 Student cast project

Day 6 Student rough file project

Day 7 Students rough file and finish file projects

Day 8 Layout and drill holes in projects

Day 9 Finish project and cuts pins

Day 10 Explore occupations and high school courses available

Day 11 Field Trip

EIGHT GRADE EXPLORATORY CURRICULUM
Woods
Mr. Fery

OBJECTIVES:

1. The student will know resources for later in-depth study of occupations and satelite fields of occupations.
2. The student will know the courses available in high school so he can develop his education plan for high school.
3. Students will explore the occupations that are available to them in woods, and the training they would need for that occupation.
4. The student should express a desire to do more and better work in the woods area.
5. Students will develop a general background in the understanding of the woods industry.

CONTENT OUTLINE AND TIME PLAN

Day 1	Introduction
Day 2	Plan project and work procedure
Day 3	Demonstration on table saw and jointer (squaring board)
Day 4	Demonstration and work on planer and resawing on table saw
Day 5	Students use table saw to cut project to length and chamfer edge of project
Day 6	Sand chamfer on end of project and rough project
Day 7	Layout and Drill holes in project and finish sand
Day 8	Finish project with spray finish and cut dowels
Day 9	Finish dowels and projects
Day 10	Explore occupations and high school courses available
Day 11	Field Trip

8th GRADE EXPLORATORY
BUSINESS
MRS. JOHNSON

15 students for 4½ weeks - - 4 times a year - - for a total of 60 students.

Week #1

1. Introduction - Typewriting - Basic parts F J G H
2. Home row positions A S D K L ; Caps
3. Upper row positions
4. Lower row positions
5. Field trip

Week #2

1. Introduction - Shorthand - present letter formation
2. Lessons 2, 3
3. Brief Forms - Lesson 4
4. Lessons 5, 6
5. Speaker - Secretary

Week #3

1. Introduction - 10 - Key adding Machines
2. Finguring 4, 5, 6 Adding
3. Finguring 7, 8, 9 Subtracting
4. Finguring 1, 2, 3 Multiplying
5. Job Analysis

Week #4

1. Introduction - Record Keeping - Debit and Credit
2. Keep expense record
3. Checking account records
4. Introduction - Filing
5. Introduction - Voice Transcription

EIGHTH GRADE EXPLORATORY CURRICULUM
in HOME ECONOMICS

Average time 20 - 22 days

1 day - Who and I?
Filmstrip, Questions, & Discussion
Written work -
Traits I have. Those I can change - those I can't change.

How can I improve.

From odds & ends - create something.

Jobs in Home Economics field.

2 days - Housing & Interior Design
Arranging & selecting furniture
Draw a room plan
Arrange the furniture
Select the color scheme

Make candles

3 days - Child Development

2 part record on Baby Sitting
Write a story that could be told to a child
Make a puzzle for a child
Direct a small child's game

5 days - Clothing Construction

Learn parts of sewing machine
Sew on paper - lines, curves, squares
Threading machine
Make a sewing project

5 days - Food & Nutrition

Basic Four
Tools of the kitchen
Demonstration
Labs